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ABSTRACT

Those who guide and work with children are interested in enabling them to build concepts about themselves that lead to higher self-esteem. This study investigated factors associated with self-esteem in sixth through ninth graders. The independent variables were locus of control, family structure, sex role, gender, grade level, and parental alcohol usage. Instruments used were the Personal Attribute Inventory, the Nowicki-Strickland Locus of Control Scale, the BEM Sex-Role Inventory, and a Student Information Sheet. The sample consisted of 163 students from a middle and a junior high school. Six composite null hypotheses were tested using three-way analysis of variance. A total of 28 comparisons were made with an additional 14 recurring comparisons. Of the five comparisons that were significant, three were for main effects and two for interactions. The significant main effects were: family structure for the dependent variable self-esteem; and sex role for both the dependent variables self-esteem and locus of control. The significant interactions were between family structure and locus of control, and between family structure and sex role for the dependent variable self-esteem. The results support an association between: (1) family structure and self-esteem; (2) sex role and self-esteem; and (3) sex role and locus of control. An interaction between family structure, locus of control, and self-esteem and an interaction between family structure, sex role, and self-esteem were supported. (Author/LLL)

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FACTORS ASSOCIATED WITH SELF-ESTEEM IN SIXTH THROUGH NINTH GRADERS

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

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Table of Contents

	Page
Introduction	1
Definition of Self-Esteem	1
Gender and Sex roles	4
Locus of Control	6
Family Structure	8
Parental Alcoholism's Effect on Children	14
Statement of the Problem	17
Importance of the Research	17
Null Hypothesis	18
Definition of Variables	19
Limitations of the Study	20
Methodology	21
Setting	21
Subjects	21
Instrument	22
Design	25
Data Collection Procedures	26
Research Procedures	27
Data Analyses	27
Results	28
Discussion	43
References	47

List of Tables

Page

Table 1 - A Comparison of Mean Self-Esteem Scores According to Family Structure, Sex Role, and Parental Alcohol Usage Employing a Three-Way Analysis of Variance 30

Table 2 - A Comparison of Mean Self-Esteem Scores According to Family Structure, Sex Role, and Locus of Control Employing a Three-Way Analysis of Variance 32

Table 3 - A Comparison of Mean Self-Esteem Scores According to Family Structure, Parental Alcohol Usage, and Locus of Control Employing a Three-Way Analysis of Variance 35

Table 4 - A Comparison of Mean Self-Esteem Scores According to Sex Role, Parental Alcohol Usage, and Locus of Control Employing a Three-Way Analysis of Variance 38

Table 5 - A Comparison of Mean Self-Esteem Scores According to Sex Roles, Gender, and Grade Level Employing a Three-Way Analysis of Variance 40

Table 6 - A Comparison of Mean Locus of Control Scale Scores According to Family Structure, Sex Role, and Parental Alcohol Usage Employing a Three-Way Analysis of Variance . 42

List of Figures

Page

Figure 1 - Interaction Between the Independent Variables Family Structure and Locus of Control for the Dependent Variable Self-Esteem 33

Figure 2 - Interaction Between the Independent Variables Family Structure and Parental Alcohol Usage for the Dependent Variable Self-Esteem 36

LIST OF APPENDIXES

Page

Appendix A - Personal Attribute Inventory for Children 54

Appendix B - Nowicki-Strickland Locus of Control Scale 56

Appendix C - Bem Sex-Role Inventory - Sample Items 60

Appendix D - Student Information Sheet 63

Appendix E - Sample Letter - Dr. Thomas Parish 65

Appendix F - Sample Letter - Mr. Eric Harfman 67

Appendix G - Sample Letter - Mr. Don Learned 69

Appendix H - Testing Procedures 71

ABSTRACT

The purpose of the researcher was to investigate factors associated with self-esteem in sixth through ninth graders. The independent variables were locus of control, family structure, sex role, gender, grade level, and parental alcohol usage. Instruments used were the Personal Attribute Inventory, the Nowicki-Strickland Locus of Control Scale, the Bem Sex-Role Inventory, and a Student Information Sheet. The sample consisted of 163 students in sixth through ninth grades from a middle school and a junior high school.

Six composite null hypothesis were tested at the .05 level of significance using three-way analysis of variance. A total of 28 comparisons were made with an additional 14 comparisons which were recurring. Of the five comparisons that were statistically significant there were three for main effects and two for interactions. The significant main effects were for family structure for the dependent variable self-esteem, and sex role for both the dependent variables self-esteem and locus of control. The significant interactions were between family structure and locus of control and between family structure and sex role for the dependent variable self-esteem.

The results of the present study appear to support the following generalizations:

1) an association between family structure and self-esteem,
2) an association between sex role and self-esteem,
3) an association between sex roles and locus of control,
4) an interaction between family structure, locus of control, and

self-esteem, and

5) an interaction between family structure, sex, role, and self-esteem.

Introduction

Definition of Self-Esteem

The challenge of parents and educators in today's fast paced world is to enable children to become competent, self-reliant adults. To become such persons they need an accurate and positive perception of themselves and the world about them. The way in which the world is perceived is based on one's experiences and the feelings about oneself. Those who guide and work with children are interested in enabling children to experience life in such a manner as to build concepts about themselves that lead to higher positive self-esteem. The assumption is that by improving self-esteem, development in other areas may be facilitated.

Coopersmith (1967) cited several theories of personality which included self-esteem. The neo-Freudians were very attentive to its importance but did not make it central to their theories. Adler considered self-esteem a significant variable but was more concerned about its implications for theory. Rogers (cited in Coopersmith, 1967) "proposes that all persons develop a self-image of themselves which serves to guide and maintain their adjustment to the external world. Since this image develops out of interaction with the environment, it reflects the judgments, preferences, and shortcomings of the particular familial and social setting" (p. 34).

In the late nineteenth century, William James (cited in Alpert-Gillis & Connell, 1989) described self-esteem as "a certain average tone of self-feeling which each of us carries about him, and which is independent of objective reasons we may have for satisfaction or

discontent" (p. 97). Coopersmith (1967) wrote:

> By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. (p. 4)

Battle (1982) agreed with Coopersmith that self-esteem was multifaceted including a general dimension along with social, school, and parental dimensions. Battle maintained that the many definitions of self-esteem all included a subjective, valuative phenomenon which decided the person's characteristic understanding of personal worth. In separating self-concept from self-esteem Juhasz (1985) stated that "while both include one's idea of self, esteem has a valuative component which is not included in self-concept" (p. 877).

Coopersmith (1967) researched the concept of self-esteem and the characteristics associated with self-esteem. He found persons possessing high self-esteem function more effectively in life, with attitudes and expectations that allow them to be more active and assertive. They are able to meet their needs and set a fulfilling direction in their lives. Threats and anxiety are met with confidence in the ability to handle the situation or event. Their response to life

has a consistent and characteristic style. They are independent, set high goals, and have strong expectations of success. "Children who are high in self-esteem are apt to manifest independence, outspokenness, exploratory behaviors, and assertion of their rights" (p. 253).

In his research, Coopersmith (1967) found that certain characteristics accompanied low self-esteem. Low self-esteem is manifested by a lack of trust in self and an apprehensiveness about people and the surrounding world. People having low self-esteem tend to remain quiet in discussions, to be observers rather than participants. Friendships are more difficult for them to form. Often they are self-conscious and very aware of their inadequacies, whether real or imagined. For them, conformity is often easier than resistance (Battle, 1982). Tending to be pessimistic they also believe they are powerless and without resources. "Children with low self-esteem are likely to be obedient, conforming, helpful, accommodating, and relatively passive" (Coopersmith, 1967, p. 253).

Parents probably have the most profound influence on a child's self-esteem since the early formative years are spent basically under their influence. Battle (1982) found that self-esteem developed gradually as children dealt with the meaningful others in their lives and became more differentiated with age. Coopersmith (1967) suggested that a combination within parents of the basic conditions of acceptance, limit definition, respect, and parental self-esteem contributed most to the formation of high self-esteem in their children. He also demonstrated by obtaining measurements under similar conditions and with similar instruments that the self-esteem of an individual remains

constant for at least several years. No differences in self-esteem were found in these longitudinal studies, and others have also found no difference in studies of varying age groups taken at the same time. Mullis and McKinley (1987) found no significant difference between the mean self-esteem scores of junior high adolescent girls and those of senior high adolescent girls.

Gender and Sex Roles

Rankin and Parish (1981) in their study of 1,050 children in grades five to eight in fifteen Kansas school districts found that females demonstrated significantly higher self-concepts than males. Lerner, Sorell, and Brackney (1981) in a study of college students found no significant difference between males and females.

Bem (1974) supported the concept of sex roles rather than the gender concepts of male and female. Previously masculinity and femininity had been treated as if they were the endpoints of a bipolar continuum, most men falling at one extreme and most women falling at the other. From her research, Bem concluded that a person might be androgynous: both masculine and feminine, both assertive and compassionate, both instrumental and expressive, depending on the situational appropriateness of the various modalities. The term androgyny expressed the integration of femininity and masculinity within a single individual. After further research Bem (1977) added to the sex roles of masculine, feminine, and androgynous the fourth category of undifferentiated individuals. These individuals score low on both the masculine and feminine measures.

Bem (1977) found that self-esteem in men was significantly related

to masculinity but not to femininity. In women self-esteem was significantly related to both masculinity and femininity. Androgynous women were highest in self-esteem while undifferentiated women were lowest. Masculine women were slightly higher in self-esteem than feminine women.

Spence, Helmreich, and Stapp (1975) found highly significant correlation coefficients between masculinity and self-esteem in both men and women. A significant correlation coefficient was found between femininity and self-esteem in both sexes. Androgynous subjects were highest in self-esteem and undifferentiated individuals were lowest in self-esteem. They concluded that "androgyny may lead to the most socially desirable consequences, the absolute strength of both components influencing attitudinal and behavioral outcomes for the individual" (p. 35).

Alpert-Gillis and Connell (1989) found that biological gender was less important in predicting self-esteem than were sex role personality characteristics. Their study found gender played a less important role in predicting 8 to 12 year-olds' self-esteem than did sex role orientation and school competence beliefs. On the upper elementary level they found self-esteem to be marginally related to biological gender with girls slightly higher than boys but significantly positively related to masculinity and androgyny. Massad (1981) found that in adolescent males high masculinity was associated with high self-esteem but in females both masculinity and femininity were positively associated with self-esteem. Lambe (1982) concluded that adolescents classified as masculine or androgynous had the highest levels of self-

esteem when compared to subjects classified as feminine or undifferentiated. Mullis and McKinley (1987) verified Lambe's results in their research.

Juhasz (1985) concluded that the importance and influence of significant others in a child's life varied as the child matured. He stated, "In addition, consistency, stability and clarity of aspects of self-esteem can be expected to vary relative to situational demands, potency of needs, and availability of resources for coping" (p. 879). McGuire (cited in Juhasz, 1985) found that the direction and intensity of self-esteem changed over time. The feeling of being in control of one's life also enters into the concept of self-esteem.

Locus of Control

"Locus of control is conceptualized as the extent to which a person perceives life events occurring as being contingent upon their own actions [internal control] or upon chance, fate, luck, or powerful others [external control]" (Wiehe, 1984, p. 21). Thus in external control the person believes that most of what happens is beyond personal control. The events have been set in motion and the person is powerless to reorder them. The person having internal control believes that what happens is dependent upon personal choice. One does have control over a large part of one's life.

Leftcourt (1981) contended that the familial environment, parental attitudes, and care did have an impact on the development of a child's locus of control. He likewise found that the basic orientation could change when a person encountered experiences that altered personal perception of control. Nowicki and Strickland (1973) found that locus

of control becomes more internal with age. Kalter, Alpern, Spence, and Plunkett (1984) and Wiehe (1984) reached this same conclusion in their research with children of differing age groups. Kalter, et al. (1984) found that girls exhibited a trend toward higher externality, while Martin and Cowles (1983) found that boys' scores tended to be more internal than the scores of girls. Mullis and McKinley (1987) found in their research with adolescent females that feminine or undifferentiated girls were more external than androgynous or masculine girls but that the difference was not significant. They also determined that senior high adolescent females tended to be more internal while junior high girls tended to be more external.

In examining social conformity and self-esteem, Cunningham and Berberian (1976) reported that in a group of children between 8 to 11 years of age, high self-esteem boys scored more internally than low self-esteem boys while high self-esteem girls scored less internally than low self-esteem girls. They suggested that females with high internality were in conflict with societal expectations resulting in a low self-esteem. Wallace, Cunningham, and Monte (1984) retested some of these same children as older adolescents and reported both boys and girls with high self-esteem had greater internality than the boys and girls with low self-esteem. They hypothesized that cultural changes have modified societal expectations for females allowing these older adolescent girls to integrate greater internality with higher self-esteem.

Horak (1979) and Madonna, Bailey, and Wesley (1987) found that children with a high self-concept tended to have an internal locus of

control while children with a low self-concept were more externally oriented. Expanding beyond the concept of self-esteem, Nowicki and Strickland (1973) stated that "a generalized belief in internal control is related to a number of achievement and competence behaviors as well" (p. 154).

Family Structure

The common family structure of earlier times has gradually changed in the last century. Often today the family unit does not consist of a father, mother, and children. Using U. S. Bureau of Census figures for 1977, Raschke and Raschke (1979) categorized the various family structures. They found that children lived with one parent most often because of separation or divorce rather than because of death or other causes, including imprisonment of a parent. Regarding the increase in the divorce rate, Horn (1975) wrote:

> Divorce rates have risen more than 700 percent in the last 50 years and the number of single-parent families has mushroomed. In 1948, only one out of 14 children under six was brought up by one parent; by 1973, that proportion had doubled to one out of seven children. Remarriage rates have been rising at the same time, but the level is lower than the corresponding divorce rates. And while in the early 1950's the number of divorces was greater than the number of children involved, now the number of children has exceeded the number of divorces. (p. 32)

Statistics taken from the 1982 U. S. Bureau of Census (cited in Strangeland, Pellegreno, & Lundholm, 1989) showed 1,181,000 children in

1979 involved in divorces compared with 347,000 in 1955. If this trend continued to increase as expected, in 1990 close to one third of the children 18 years of age or less in the United States would be living in divorced families (Strangeland, et al. 1989).

Wallerstein and Kelly (1980) did a longitudinal study to research the belief that unhappy parents are best divorced for the sake of the children. They found that the divorce that benefitted the parents' happiness did not necessarily increase the happiness of the children. They concluded "that a divorced family per se is neither more nor less beneficial for children than an unhappy marriage" (p. 76). Their research found that the more important factor was good stable relationships with both parents who had worked through their conflicts.

The trauma of the divorce does have an impact on the child. In their five year longitudinal study, Wallerstein and Kelly (1980) found that about 25 percent of the children were resilient, about 50 percent were muddling through, and approximately 25 percent were bruised. In those coping and hurt, they found evidence of behavioral problems, depression, and low self-esteem. Coopersmith (1967) had noted in his findings that children from families marked by divorce and separation were lower in self-esteem and that this agreed with earlier findings by Rosenberg (1965). Likewise, Parish and Taylor (1979) found lower self-esteem in children and adolescents from divorced families than from intact families. Wiehe (1984) found significantly lower scores on social, academic, and parental self-esteem of children from divorced families than the control group from intact families.

Parish and Parish (1983) found that parental divorce had a negative

impact on the self-concepts of children of varying ages. Further, Parish and Dostal (1980) stated that "the few studies reported have generally found that divorce, father loss, and solo parenting can be quite debilitating to the development of the children's subsequent self-concepts and their emotional attachment to their parents" (p. 34). In a study by Parish, Dostal, and Parish (1981), males from unhappy divorced families demonstrated significantly lower self-concepts than females from unhappy divorced families or males and females from happy or unhappy intact homes. Omizo and Omizo (1988) postulated that guilt feelings were a part of the low self-esteem. Children blamed themselves for the divorce, felt caught in the middle of conflict, experienced dual loyalty, and felt either unloved and abandoned or both. Slater and Haber (1984) found that ongoing high conflict in intact or divorced homes produced lowered self-esteem, greater anxiety, and less feelings of control. Low conflict in the family had little effect on these areas even if the divorce occurred.

Research done by Wiehe (1984) showed that children from divorced families exhibited a more external locus of control orientation when compared to children of intact families. This was especially true for the age group 9 to 12. An implication of this was that the perception of the divorce being beyond their control led these children to believe many of life's events were beyond their control. Wiehe speculated that this could become a pattern of personality functioning especially if other areas of life experience reinforced this perception. Again developmental changes and life circumstances do alter locus of control.

Contradictory findings were reported by Kalter, et al. (1984). In

their study of third and fifth graders they found children from divorced families had higher internal scores than did the children from intact families. They explained this difference as being due perhaps to a defensive stance against feelings of powerlessness or the reality of being given more responsibilities at home. The research of Kurdek and Siesky (1980) indicated that those children who did not perceive their parent's divorce as an overly distressing experience had an internal locus of control as well as an understanding of interpersonal relations. This understanding enabled them to perceive the event as under their control.

Vess, Schwebel, and Moreland (1983) found that divorce impacted differently on children dependent upon the sex, number of children, and extent of post-divorce conflict. Wiehe (1984) found that children from divorced families sensed their family structure was not appropriate. These feelings then influenced their own self-perception as they worked academically or socially mixed with their peers. Comparing intact and divorced families, Parish and Stanley (1985) found that children experiencing parental divorce consistently evaluated themselves and their parents more negatively than did children from intact families. They concluded that the absence of the father after a divorce is strongly associated with this less positive evaluation of self and parents by the child.

Conflicting findings existed in the above quoted studies as to the effect of divorce on children. Amato and Ochiltree (1987) contended that this could be caused by differences in subject samples, methodologies, outcome measures, and theoretical perspectives. In their

opinion "previous research has not unequivocally demonstrated that experiencing parental divorce or growing up in a one-parent family have any long-term negative effect on children" (p. 76). Wiehe (1984) noted that there were several studies which reported that divorce was not perceived by children as an overly distressing experience. Hammond (1979) found in a study of third and sixth graders that there was not a significant difference in self-esteem between children from divorced and intact families.

Using correlational analysis and factor analysis Raschke and Raschke (1979) found no significant differences between the self-concept scores of children from intact, single-parent, reconstituted, or other types of families. They did find that family conflict and or parental unhappiness could be detrimental to children's self-concept. Parish and Parish (1983) found that children's self-concepts were significantly associated with both their family structure and their family concept.

Weiss (1979) suggested that children from single parent families due to divorce may grow up a little faster. In his interviews with single parents Weiss found that the increase in children's responsibilities was commonly mentioned as the biggest change resulting from the divorce. These children often are required to take on more responsibilities and to share in decision-making. Increased responsibility can result in a greater self-reliance and higher self-esteem or contrarily may lead to children who are overburdened and isolated from their peers. Enhancement of self worth can be due to "the realization that maintenance of the household depends on their contribution" (p. 108). Devall, Stoneman, and Brody (1986) disagreed

with this conclusion that children of divorced families grew up faster. Their research indicated that the children of divorced of employed mothers did not have more household or childcare responsibilities than other children. Because divorced mothers often live in rental properties, the landlord rather than the family is responsible for maintenance of house and yard, thus reducing the work load.

The remarriage of a divorced parent again creates changes in the child's world. The term reconstituted is often used to describe these families. Jones (1978) argued that the remarriage of a parent may be more disruptive to children than the divorce. "Children in step-families, regardless of age, scored marginally lower on this measure [self-esteem] than did children from other family types. Again, this may reflect higher levels of tension or conflict in stepparent families" (Amato & Ochiltree, 1987, p. 92). Walker and Messinger (1979) found that children's anger at sharing or losing their role as a confidant might heighten some of the difficulty in a remarriage. Parish and Dostal (1980) found "the self-concepts of children from remarriage families were somewhat lower than those of children from intact families and somewhat higher than those from non-remarriage families" (p. 35). They suggested the return of a father figure lessens the harmful effects of divorce, father loss and solo parenting. The children's self-concepts and evaluations of the absent father became more positive.

Various factors impact simultaneously on individual lives and family situations. Nylander (cited in Roosa, Sandler, Beals, & Short, 1988) found that parental separation or divorce with its concomitant emotional and behavioral problems was more likely to be experienced by

children of alcoholics.

Parental Alcoholism's Effect on Children

The use of alcohol is acceptable behavior for most people. There are many who do not identify it as being as chemically addictive as drugs. For many persons it is the drug of choice since the abuse of alcohol is more socially acceptable than the abuse of other drugs. For the alcoholic the consumption of alcoholic beverages creates problems in their personal lives and in the lives of others. The effects of the disease of alcoholism are felt not only by the alcoholic but also by the family members, co-workers, and others with whom they associate (Ewing & Rouse, 1978).

Approximately one in five children belong to an alcoholic family (Brake, 1988). An alcoholic family is one in which at least one person's use of alcoholic beverages creates problems. Within the alcoholic family children learn the unspoken family rules of "Don't trust! Don't talk! Don't feel!" (Black, 1981, p. 29). Black contended that these rules are a part of the denial of the problem of alcoholism. No one is to talk about the alcoholism in the family. Irrational behavior is ignored and never dealt with. Children learn that they cannot trust that others will be there for them emotionally, psychologically, or even physically. The reactions of family members can never be trusted or predicted. Mixed messages are constantly given in the alcoholic home. The child sees painful feelings avoided or numbed through the use of alcohol. The lesson is quickly learned that it is not safe to share feelings and eventually many children learn to discount and repress feelings or simply not to feel.

Denial of the problem of alcoholism makes it almost impossible for those children to reach out for help. The unspoken family rules have made it clear to the children that the problem drinking is not to be discussed with anyone. The alcoholic's denial of the problem and the reinforcing behavior of the other family members makes it difficult for the children to speak of the problem. Except for the acting-out child they are difficult to identify. Edwards and Zander (1985) suggested that in school situations some identification can be made through observation of behavior patterns such as fluctuations in the child's appearance and physical health, exaggerated concern with pleasing authority, morning tardiness, and fear of contact between school and parents.

Children of alcoholics are considered at-risk children. Woititz (1977), O'Gorman (1976), Hughes (1977), and Baraga (1978) found that children of alcoholics had significantly lower self-esteem scores than did children of non-alcoholics. Research studies have further found that a large number of children of alcoholics have external locus of control, conduct disorders, learning disabilities, records of repeated delinquencies, alcohol and drug use, and suicidal tendencies (Russell, Henderson, & Blume, 1985). Russell et al. (1985) concluded that children of alcoholics are at higher risk for alcoholism and other emotional and behavioral problems, including difficult social adjustment and substance abuse. Roosa, et al. (1988) found that the children of alcoholic families experienced more depression than their peers with non-alcoholic parents.

Prewett, Spence, and Chaknis (1981) presented two possible reasons

why children of a[illegible]holic families have a higher external locus of control. First, they may not have the opportunities for many of the normal socializing experiences that would enable them to build skills and learn to interact effectively with their environment. Second, having experienced situations often in which the consequences are not related to the personal behavior, children learn to feel that they do not have control. The reception of markedly different responses from the unpredictable alcoholic keeps children in a state of uncertainly and mistrust.

Baraga (1978) found that years of separation from the alcoholic parent allowed self-esteem to improve. Likewise a large number of siblings was beneficial in mitigating the effects of the alcoholism on the children. O'Gorman (1976) found that adolescents from recovering alcoholic homes were not significantly different on the variable of self-concept from either adolescents from severe problem drinking homes or non-alcoholic homes. They did have a less external locus of control than adolescents from the severe problem drinking homes. Callan and Jackson (1986) concluded that having an alcoholic parent affected the quality of life rather than how the children felt about themselves. Their research indicated children of recovered alcoholics felt as happy as the control group of children from non-alcoholic families and much happier than children whose fathers still drank. Despite the lesser degree of happiness the children of alcoholic fathers still had self-esteem scores and levels of locus of control that were as adaptive as other children.

Statement of Problem

The purpose of the researcher was to investigate the self-esteem of sixth through ninth graders as influenced by locus of control, family structure, sex role, gender, grade level, and parental alcohol usage.

Importance of the Research

Studies have been conducted examining family structure and the self-esteem and/or the locus of control in children. Other studies have looked at the relationship of the self-concept and locus of control. Additional studies have focused on the effect of sex roles or parental alcoholism on a child's self-esteem and locus of control. This exploratory study will, however, provide additional information on the combining influence of these variables and contribute to the knowledge of the field.

Counselors and teachers will find the information regarding factors affecting self-esteem useful in their work with students. Knowledge about how family structure affects self-esteem will enable them to support children in crisis or difficult situations. The encouragement and recognition of both masculine and feminine characteristics in male and female will nurture the development of more androgynous individuals with higher self-esteem. A focus on the development of an internal locus of control will assist students in acquiring a stronger perception of control over the events within their lives.

The results of the research will provide information pertaining to the following questions:

1. Is there an association between family structure and self-esteem?

2. Is there an association between sex roles and self-esteem?
3. Is there an association between parental alcohol usage and self-esteem?
4. Is there an association between gender and self-esteem?
5. Is there an association between grade levels and self-esteem?
6. Is there an association between self-esteem and locus of control?
7. Is there an association between family structure and locus of control?
8. Is there an association between sex roles and locus of control?
9. Is there an association between parental alcohol usage and locus of control?

Composite Null Hypotheses

All hypotheses were tested at the .05 level of significance.

(1) The differences among the mean scores for middle and junior high school students on the Personal Attribute Inventory according to family structure, sex role, and parental alcohol usage will not be statistically significant.

(2) The differences among the mean scores for middle and junior high school students on the Personal Attribute Inventory according to family structure, sex role, and locus of control will not be statistically significant.

(3) The differences among the mean scores for middle and junior high school students on the Personal Attribute Inventory according to family structure, parental alcohol usage, and locus of control will not

be statistically significant.

(4) The differences among mean scores for middle and junior high school students on the Personal Attribute Inventory according to sex role, parental alcohol usage, and locus of control will not be statistically significant.

(5) The differences among mean scores for middle and junior high school students on the Personal Attribute Inventory according to sex role, gender, and grade level will not be statistically significant.

(6) The differences among the mean scores for middle and junior high school students on the Nowicki-Strickland Locus of Control Scale for Children according to family structure, sex role, and parental alcohol usage will not be statistically significant.

Definition of Variables

Independent Variables

The information for the first four independent variables was obtained from the demographics sheet given to the students taking part in the study. (See Appendix D).

(1) Family structure - three levels: intact, divorced, and reconstituted.

(2) Gender - two levels: boys and girls.

(3) Parental alcohol usage - four levels: never, seldom, often, and frequently.

(4) Grade - four levels: sixth, seventh, eighth, and ninth.

(5) Sex Role - four levels: masculine, feminine, androgynous, and undifferentiated. Information obtained from the administration of the BEM Sex-Role Inventory.

(6) Locus of Control - four levels determined post hoc from the administration of the Nowicki-Strickland Locus of Control Scale for Children. The smaller the score the more internal was the locus of control. Internal included scores 1 to 9, moderately internal included scores 10 to 13, moderately external included scores 14 to 17, and external included scores 18 to 40.

Dependent Variables

(1) Scores from the Personal Attribute Inventory for Children.

(2) Scores from the Nowicki-Strickland Locus of Control Scale for Children.

Limitations of the Study

(1) The sample came from two schools, one in Western Kansas and one in Central Kansas.

(2) Randomization was not done. A convenience sample of sections of students at grade levels was selected by the principal of each school. Attention was given to selecting sections containing a diverse group of students with varied abilities.

Methodology

Setting

Students were selected from schools in two Kansas towns. These towns were located in Northwest and Central Kansas. The population of the Northwest Kansas town is approximately 17,000. Its economic base is supported by oil, agriculture, education, and tourism. It has become a medical and retail trade center for much of Western Kansas. The Central Kansas town has a population of approximately 16,000. Small business, agricultural and oil business related industries form its economic base.

Subjects

The subjects were sixth, seventh, eighth, and ninth grade students selected from a middle school in Northwest Kansas and a junior high school in Central Kansas. From the middle school two sections of sixth graders, one section of seventh graders, and one section of eighth graders were used. At the junior high school one section of seventh graders, one section of eighth graders and two sections of ninth graders were used. A convenience sample was used. The principal in each school selected sections containing students with varied abilities. This sample consisted of 186 students. From this group 18 students were eliminated because directions on the survey instruments were not accurately followed. Five of the students came from single parent families where the parent either had not married or one parent has died. These five students were omitted from the study because the group was too small to generate significant statistical data. The term divorced families in this study described single parent families. Thus the final sample was composed of 163 students consisting of 80 boys and 83 girls.

Instruments

Four instruments were used. The Personal Attribute Inventory for Children was used as a measure of self-esteem. The Nowicki-Strickland Locus of Control Scale was used as a measure of a generalized locus of control. The BEM Sex-Role Inventory was used to determine the classification of sex role. A Student's Information Sheet provided data pertaining to family structure, gender, grade level, and parental alcohol usage.

Personal Attribute Inventory for Children. The Personal Attribute Inventory for Children (PAIC) was used to measure self-esteem levels. PAIC was developed by Dr. Thomas Parish, Kansas State University in 1978 (see Appendix A). This Inventory has 24 positive descriptors and 24 negative descriptors arranged in alphabetical order from which the students were asked to select 15 words which best describe them personally. One's score is the number of positive adjectives checked. In a study of 390 elementary school students from grades three through eight "the test-retest correlation coefficient for the PAIC over the one month interval was .88" (Parish & Taylor, 1978b, p. 1225). In a study of 47 third grade children and 28 sixth grade children Parish and Taylor (1978a) found the following:

> The validity coefficients reported in this study indicated that the PAIC was significantly correlated with the concurrent criterion variable PHCSCS [Piers-Harris Children's Self Concept Scale]. In fact, the correlation of .67 between the two scales--reported across grade levels--was about as high as any concurrent validity correlation

noted between the PHCSCS and other self-concept scales described in the test manual. (p. 568)

Nowicki-Strickland Locus of Control Scale. The Nowicki-Strickland Locus of Control Scale is a paper and pencil measure consisting of 40 questions which are answered either yes or no (see Appendix B). The higher the score the more external the orientation. The items describe reinforcement situations across interpersonal and motivational areas such as affiliation, achievement, and dependency. Split-half internal consistency ranged between .63 and .81 for grades 3 through 12. Test-retest reliabilities ranged between .63 and .71 (Nowicki & Strickland, 1973). Significant correlations were found between PAIC and the Intellectual Achievement Responsibility Scale with the I+ scores but not with the I- scores in a study of third and seventh graders. A significant correlation was also found with the Bialer-Cromwell scores in a study of white children ages 9 to 11 (Nowicki & Strickland, 1973).

BEM Sex-Role Inventory. The BEM Sex-Role Inventory (BSRI) is published by the Consulting Psychologists Press (see Appendix C for sample items). The short form is used in this research. Each person is asked to indicate on a seven point scale how well each of 30 masculine, feminine, and neutral personality characteristics describe herself or himself. The scale ranges from 1 ("Never or Almost Never True") to 7 ("Always or Almost Always True") and is labeled at each point. On the basis of the responses, each person's sex role is classified in one of four categories: feminine (high feminine-low masculine), masculine (high masculine-low feminine), androgynous (high feminine-high masculine), and undifferentiated (low feminine-low masculine).

Following the recommendation of Bem (1981) the students were classified into sex role groups on the basis of a median split. The total sample was divided at the median on both the femininity and masculinity scales and a fourfold classification was derived. Androgynous individuals scored above the median on both the femininity and masculinity scores. Masculine individuals scored above the median on the masculinity score and below the median on the femininity score. Feminine individuals scored above the median on the femininity score and below the median on the masculinity score. Undifferentiated individuals scored below the medians on both their femininity and masculinity scores.

In estimating the internal consistency of the BSRI coefficient alphas were computed separately for females and males in samples taken in 1973 and 1978 for the Femininity score, the Masculinity score, and the Femininity-minus-Masculinity Difference score (Bem, 1981). All three scores were highly reliable ranging between .84 and .90 for the short form BSRI. The femininity and masculinity scores were logically and empirically independent as well. The test-retest reliability showed all three scores to be highly reliable ranging from .76 to .91. Support for the validity of the BSRI was provided by a series of studies on instrumental and expressive functioning (Bem, 1981). One laboratory study measured independence in the face of majority pressure to conform. Three other laboratory studies were designed to tap nurturance or emotional responsiveness with a kitten, a baby, and a lonely fellow student. Only androgynous individuals demonstrated high levels of behavior in both feminine and masculine domains, whereas non-androgynous

individuals were frequently low in one or the other of the two domains.

Student Information Sheet. The student information sheet contained nine items intended to elicit demographic information including age, gender, grade level, parental marital status, and the presence of parental alcoholism (see Appendix D).

Design

A status survey design with post hoc grouping was employed. The independent variables were: family structure, three levels; gender, two levels; sex roles, four levels; parental alcohol usage, four levels; grade, four levels; and locus of control, four levels. Dependent variables were: self-esteem scores and locus of control scores.

The following designs were employed for the composite null hypotheses:

Composite null number 1, a 3 X 4 X 4 factorial design,

Composite null number 2, a 3 X 4 X 4 factorial design,

Composite null number 3, a 3 X 4 X 4 factorial design,

Composite null number 4, a 4 X 4 X 4 factorial design,

Composite null number 5, a 4 X 2 X 4 factorial design, and

Composite null number 6, a 3 X 4 X 4 factorial design.

McMillan and Schumacher (1989) addressed threats to internal and external validity. The researcher dealt with the threats to internal validity in the following manner.

1. History - Did not pertain to the present study because measures were taken only once.

2. Selection - All students present in selected classes were used. All completed instruments were used.

3. Statistical Regression - Did not pertain to the present study because the sample was not composed of extreme cases.

4. Testing - Did not pertain to the present study because measures were taken only once.

5. Instrumentation - Did not pertain to the present study because measures were taken only once.

6. Mortality - Did not pertain to the present study because measures were taken only once.

7. Maturation - Did not pertain to the present study because measures were taken only once.

8. Diffusion of treatment - Did not pertain to the present study because measures were taken only once.

9. Experimenter bias - The same oral instructions were given by the researcher to all groups during the instrumentation.

10. Statistical conclusion - One mathematical assumption was violated, the assumption of equal distribution in cells. This was corrected by employing a general linear model.

The researcher dealt with the two general categories of threats to external validity in the following manner:

1. Population External Validity - The results of the present study should be generalized only to similar groups.

2. Ecological External Validity - Instruments were administered according to standard accepted procedure.

Data Collection Procedures

The researcher contacted the principals of the middle school and the junior high school to obtain permission to administer instruments to

students at each grade level in their schools. (See Appendices F and G). The researcher administered the instruments to students at both schools. The size of the classes varied from 17 to 34 students. Instruments were numbered and each student completed four instruments with corresponding numbers. (See Appendix H). Four different arrangements of the four instruments were used. The information was coded by the researcher and then the data sheets given to the Fort Hays State University Computing Center for data analysis.

Research Procedures

The researcher surveyed the literature available in the Forsythe Library pertaining to children's self-esteem, locus of control, family structure, sex roles, grade level, gender, and the effects of parental alcohol usage. Instruments were selected. Permission to use the PAIC was obtained from Dr. Parish, through a telephone conversation and a follow-up letter (see Appendix E). Through a telephone call to the Department of Psychology at Emory University it was ascertained that permission was not necessary to use the Nowicki-Strickland Locus of Control test since it was not copyrighted. A demographic sheet was constructed and a direction sheet written by the researcher (see Appendix H). A research plan was developed and defended before a Thesis Committee. Data were collected and statistically analyzed. A final report was written and defended before a Thesis Committee. The final research report was edited.

Data Analysis

The following were compiled:

1. Appropriate descriptive statistics,

2. Three-way analysis of variance (general linear model),
3. Bonferroni (Dunn) t-test for means, and
4. Duncan's multiple range test for means.

Results

The purpose of the researcher was to investigate factors associated with the self-esteem of sixth through ninth graders. The sample consisted of 163 students in sixth through ninth grades. The independent variables were family structure, gender, parental alcohol usage, grade, sex roles, and locus of control. The dependent variables were scores from the Personal Attribute Inventory for Children and scores from the Nowicki-Strickland Locus of Control Scale for Children. The researcher tested six composite null hypotheses at the .05 level of significance using the following designs:

Composite null number 1, a 3 X 4 X 4 factorial design,

Composite null number 2, a 3 X 4 X 4 factorial design,

Composite null number 3, a 3 X 4 X 4 factorial design,

Composite null number 4, a 4 X 4 X 4 factorial design,

Composite null number 5, a 4 X 2 X 4 factorial design, and

Composite null number 6, a 3 X 4 X 4 factorial design.

These null hypotheses were tested using a three-way analysis of variance (general linear model). The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number one that

differences among the mean scores for middle and junior high school students on the Personal Attribute Inventory according to family structure, sex role, and parental alcohol usage would not be statistically significant. Information pertaining to composite null hypothesis number one was presented in Table 1. The following information was cited in Table 1: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 1

A Comparison of Mean Self-Esteem Scores According to Family Structure, Sex Role, and Parental Alcohol Usage Employing a Three-Way Analysis of Variance

Variable	n	m*	s	F value	p level
Family Structure (A)					
Intact	110	13.1[c]	2.40		
Divorced	27	11.9[d]	2.57	3.57	.0311
Reconstituted	26	12.5	2.57		
Sex Role (B)					
Undifferentiated	42	12.0[b]	2.86		
Feminine	38	11.7[b]	2.65		
Masculine	29	13.5[a]	1.84	2.92	.0367
Androgynous	54	13.9[a]	1.71		
Parental Alcohol Usage (C)					
Never	76	13.3	2.37		
Seldom	63	12.4	2.33		
Often	15	11.9	3.50	1.03	.3811
Frequently	9	13.1	1.83		
Interactions					
A X B				0.94	.4714
A X C				2.02	.0675
B X C				0.64	.7388
A X B X C				0.45	.9375

* The larger the score the greater the self-esteem.

a b Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

c d Difference statistically significant at the .05 level according to Duncan Multiple Range test for means.

Two of the seven p values were statistically significant at the .05 level; therefore, the null hypotheses for these two comparisons were rejected. The two significant comparisons were for the main effects family structure and sex role. The results cited in Table 1 indicated

students from intact families reported higher self-esteem than students from divorced families and students with masculine and androgynous sex roles reported greater self-esteem than those with undifferentiated and feminine sex roles.

It was hypothesized in composite null hypothesis number two that differences among the mean scores for middle and junior high school students on the Personal Attribute Inventory according to family structure, sex role, and locus of control would not be statistically significant. Information pertaining to composite null hypothesis number two was presented in Table 2. The following information was cited in Table 2: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 2

A Comparison of Mean Self-Esteem Scores According to Family Structure, Sex Role, and Locus of Control Employing a Three-Way Analysis of Variance

Variable	n	m*	s	F value	p level
Family Structure (A)					
Intact	110	13.1[c]	2.40		
Divorced	27	11.9[d]	2.57	4.62	.0116
Reconstituted	26	12.5	2.57		
Sex Role (B)					
Undifferentiated	42	12.0[b]	2.86		
Feminine	38	11.7[b]	2.65		
Masculine	29	13.5[a]	1.84	4.07	.0085
Androgynous	54	13.9[a]	1.71		
Locus of Control (D)					
Internal**	42	13.7	2.08		
Moderately Internal	46	12.9	2.22		
Moderately External	44	12.6	2.60	0.66	.5764
External	31	11.6	2.74		
Interactions					
A X B				1.23	.2937
A X D				2.50	.0254
B X D				1.58	.1290
A X B X D				1.38	.1955

* The larger the score the greater the self-esteem.

** The smaller the score the more internal the locus of control. Internal included scores 1 to 9, moderately internal included scores 10 to 13, moderately external included scores 14 to 17, and external included score 18 to 40.

a b Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

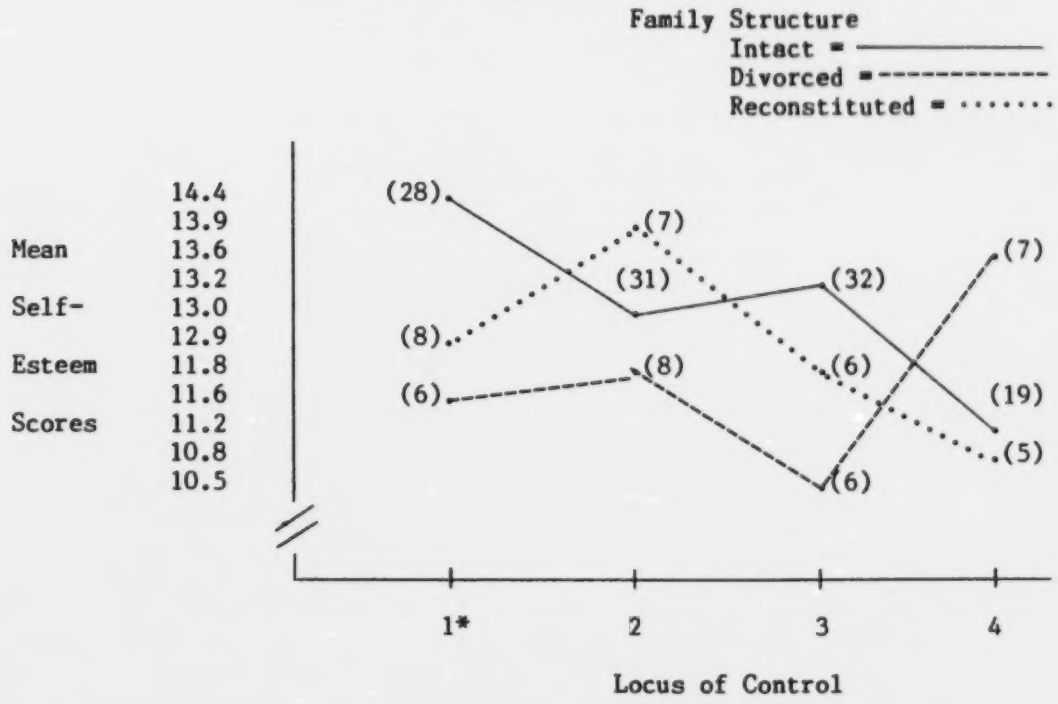
c d Difference statistically significant at the .05 level according to Duncan Multiple Range test for means.

Three of the seven p values were statistically significant at the .05 level; therefore, the null hypotheses for these three comparisons

were rejected. Two of the three comparisons were for the main effects family structure and sex role (recurring, see Table 1). One of the significant comparisons was for the interaction between family structure and locus of control. This interaction was depicted in a profile plot. Figure 1 contains mean self esteem scores and curves for family structure.

Figure 1

Interaction Between the Independent Variables Family Structure and Locus of Control for the Dependent Variable Self-Esteem



* 1 = Internal, 2 = moderately internal, 3 = moderately external, 4 = External

The interaction between family structure and locus of control for the dependent variable self-esteem was disordinal. Students with

internal locus of control from intact families had the highest mean of any subgroup and students with moderately external locus of control from divorced families had the lowest mean of any subgroup. Both students with moderately internal locus of control from reconstituted families and students with an external locus of control from divorced families had a rather high mean self-esteem score.

It was hypothesized in composite null hypothesis number three that differences among the mean scores for middle and junior high school students on the Personal Attribute Inventory according to family structure, parental alcohol usage, and locus of control would not be statistically significant. Information pertaining to composite null hypothesis number three was presented in Table 3. The following information was cited in Table 3: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 3

A Comparison of Mean Self-Esteem Scores According to Family Structure, Parental Alcohol Usage, and Locus of Control Employing a Three-Way Analysis of Variance

Variable	n	m*	s	F value	p level
Family Structure (A)					
Intact	110	13.1	2.40		
Divorced	27	11.9	2.57	2.70	.0712
Reconstituted	26	12.5	2.57		
Parental Alcohol Usage (C)					
Never	76	13.3	2.37		
Seldom	63	12.4	2.33		
Often	15	11.9	3.50	1.25	.2938
Frequently	9	13.1	1.83		
Locus of Control (D)					
Internal**	42	13.7	2.08		
Moderately Internal	46	12.9	2.22		
Moderately External	44	12.6	2.60	1.61	.7902
External	31	11.6	2.74		
Interactions					
A X C				2.29	.0396
A X D				2.36	.0342
C X D				0.77	.6428
A X C X D				1.50	.1405

* The larger the score the greater the self-esteem.
** The smaller the score the more internal the locus of control. Internal included scores 1 to 9, moderately internal included scores 10 to 13, moderately external included scores 14 to 17, and external included score 18 to 40.

Two of the seven p values were statistically significant at the .05 level; therefore, the null hypotheses for these two comparisons were rejected. One of the significant comparisons was for the interaction between family structure and locus of control (recurring, see Figure 1). The other significant comparison was for the interaction between family

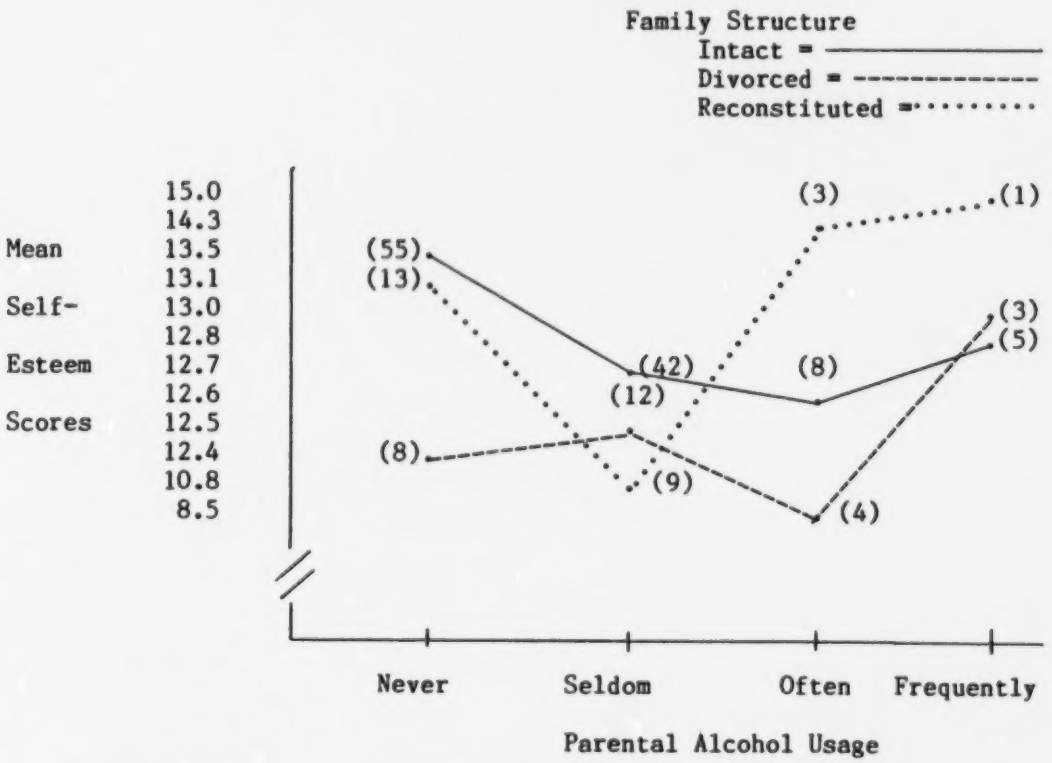
structure and parental alcohol usage. This interaction was depicted in a profile plot. Figure 2 contains mean self-esteem scores and curves for family structure.

Figure 2

Interaction Between the Independent Variables

Family Structure and Parental Alcohol Usage

for the Dependent Variable Self-Esteem



The interaction between family structure and parental alcohol usage was disordinal. The information depicted in Figure 2 indicated that a student from a reconstituted family with at least one parent who frequently drank alcoholic beverages had the highest self-esteem and students from divorced families with at least one parent who often drank alcoholic beverages had the lowest self-esteem. The largest group of

students belonged to intact families where parents never drank alcoholic beverages and this group of students had a high self-esteem mean.

It was hypothesized in composite null hypothesis number four that differences among the mean scores for middle and junior high school students on the Personal Attribute Inventory according to sex role, parental alcohol usage, and locus of control would not be statistically significant. Information pertaining to composite null hypothesis number four was presented in Table 4. The following information was cited in Table 4: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 4

A Comparison of Mean Self-Esteem Scores According to Sex Role, Parental Alcohol Usage, and Locus of Control Employing a Three-Way Analysis of Variance

Variable	n	m*	s	F value	p level
Sex Role (B)					
Undifferentiated	42	12.0	2.86		
Feminine	38	11.7	2.65		
Masculine	29	13.5	1.84	2.48	.0650
Androgynous	54	13.9	1.71		
Parental Alcohol Usage (C)					
Never	76	13.3	2.37		
Seldom	63	12.4	2.33		
Often	15	11.9	3.50	1.05	.3733
Frequently	9	13.1	1.83		
Locus of Control (D)					
Internal**	42	13.7	2.08		
Moderately Internal	46	12.9	2.22		
Moderately External	44	12.6	2.60	0.49	.6901
External	31	11.6	2.74		
Interactions					
B X C				0.60	.7783
B X D				1.78	.0804
C X D				0.33	.9616
B X C X D				1.27	.2362

* The larger the score the greater the self-esteem.
** The smaller the score the more internal the locus of control. Internal included scores 1 to 9, moderately internal included scores 10 to 13, moderately external included scores 14 to 17, and external included scores 18 to 40.

None of the seven p values was statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 3 indicated no association for sex role, parental alcohol usage, and locus of control.

It was hypothesized in composite null hypothesis number five that differences among the mean scores for middle and junior high school students on the Personal Attribute Inventory according to sex role, gender, and grade level would not be statistically significant. Information pertaining to composite null hypothesis number five was presented in Table 5. The following information was cited in Table 5: variables, sample sizes, means, standard deviations, *F* values, and *p* levels.

Table 5

A Comparison of Mean Self-Esteem Scores According to Sex Role, Gender, and Grade Level Employing a Three-Way Analysis of Variance

Variable	n	m*	s	F value	p level
Sex Role (B)					
Undifferentiated	42	12.0[b]	2.86		
Feminine	38	11.7[b]	2.65		
Masculine	29	13.5[a]	1.84	7.95	.0001
Androgynous	54	13.9[a]	1.71		
Gender (E)					
Male	80	12.2	2.73		
Female	83	13.4	2.04	0.03	.8616
Grade (F)					
Sixth	39	12.7	2.42		
Seventh	44	13.0	2.36		
Eighth	41	13.1	2.33	1.77	.1564
Ninth	39	12.3	2.81		
Interactions					
B X E				1.29	.2792
B X F				1.12	.3562
E X F				2.15	.0967
B X E X F				0.80	.5693

* The larger the value of the score the greater the self-esteem.

a b Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

One of the seven p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The significant comparison was for the main effect sex role (recurring, see Table 1). Information contained in Table 5 indicated no new association between the dependent variable and the independent variables.

It was hypothesized in composite null hypothesis number six that differences among the mean scores for middle and junior high school students on the Nowicki-Strickland Locus of Control Scale for Children according to family structure, sex role, and parental alcohol usage would not be statistically significant. Information pertaining to composite null hypothesis number six was presented in Table 6. The following information was cited in Table 6: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 6

A Comparison of Mean Locus of Control Scores According to Family Structure, Sex Role, and Parental Alcohol Usage Employing a Three-Way Analysis of Variance

Variable	n	m*	s	F value	p level
Family Structure (A)					
Intact	110	12.9	4.77		
Divorced	27	13.8	5.15	0.20	.8215
Reconstituted	26	13.0	4.67		
Sex Role (B)					
Undifferentiated	42	15.6[a]	4.64		
Feminine	38	14.2[a]	4.57		
Masculine	29	11.4[b]	3.94	7.37	.0001
Androgynous	54	11.1[b]	4.42		
Parental Alcohol Usage (C)					
Never	76	12.6	4.90		
Seldom	63	13.2	4.54		
Often	15	13.7	4.94	1.69	.1720
Frequently	9	14.3	5.85		
Interactions					
A X B				1.77	.1115
A X C				1.66	.1367
B X C				0.69	.6964
A X B X C				1.21	.2839

* The larger the score the more external the locus of control, the smaller the score the more internal the locus of control.

a b Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

One of the seven p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The significant comparison was for the main effect sex role. The results cited in Tale 6 indicated that students with androgynous and masculine sex roles had a more internal locus of control while students

with feminine and undifferentiated sex roles had a more external locus of control.

Discussion

The purpose of the researcher was to investigate factors associated with the self-esteem of sixth through ninth graders. Independent variables were locus of control, family structure, sex roles, gender, grade level, and parental alcohol usage. The sample consisted of 163 middle and junior high school students from two Kansas public schools. The independent variables were family structure, gender, parental alcohol usage, grade level, sex role, and locus of control. The dependent variables were scores from the Personal Attribute Inventory for Children and scores from the Nowicki-Strickland Locus of Control Scale for Children. Six composite null hypotheses were tested at the .05 level using three-way analysis of variance.

A total of 28 comparisons were made with an additional 14 comparisons which were recurring. Of the 28 comparisons, three main effects and two interactions were statistically significant at the .05 level. The main effect family structure for the dependent variable self-esteem indicated that students from intact families reported higher self-esteem than students from divorced families. The main effect sex role for the dependent variable self-esteem indicated that students with masculine and androgynous sex roles reported higher self-esteem than those students with undifferentiated and feminine sex roles. The main effect sex role for the dependent variable locus of control indicated that students with androgynous and masculine sex roles had a more internal locus of control while students with feminine and

undifferentiated sex roles had a more external locus of control.

The two interactions were between family structure and locus of control and between family structure and sex role for the dependent variable self-esteem. Students with internal locus of control from intact families had the highest mean self-esteem. Students belonging to intact families where parents never drank alcoholic beverages had a high mean self-esteem.

The results of the study supported evidence in the literature that persons with androgynous and masculine sex roles have a higher self-esteem than those with feminine and undifferentiated roles. Alpert-Gillis and Cornell (1989) had found high self-esteem in children more related to sex roles than to gender. Lambe (1982) and Mullis and McKinley (1987) found adolescents with androgynous and masculine sex roles to have higher self-esteem than adolescents with feminine and undifferentiated sex roles.

The present researcher found that these same students with androgynous and masculine sex roles had a more internal locus of control. This conclusion supported the work of Madonna, Barley, and Wesley (1987) and also that of Horak (1979) who found children with a high self-concept tended to have an internal locus of control.

Coopersmith (1967) had found that children from divorced families had lower self-esteem than those from intact families and the results of this study supported his findings. This information also supported the research done by Wiehe (1984) and Hammond (1979) who found significant differences in the self-esteem of children from intact and divorced families. The present researcher found that the children of

reconstituted families had self-esteem scores midway between those of the children from intact families and those of children from divorced families and this supported the work of Parish and Dostal (1980).

The present researcher found that children of reconstituted families had a mean locus of control score very close to the mean score of children from intact families. Both scores fell within the moderately internal range while the mean locus of control score for divorced children fell in the moderately external range.

The results of the study appear to support the following generalizations:

1) an association between family structure and self-esteem,

2) an association between sex roles and self-esteem,

3) an association between sex roles and locus of control

4) an interaction between family structure, locus of control, and self-esteem, and

5) an interaction between family structure, sex role, and self-esteem.

The researcher found that individuals identifying with androgynous and masculine sex roles had both a higher self-esteem and a more internal locus of control. One implication of these findings then would be that parents and teachers would do well to encourage the development of both the masculine and feminine traits in children. This promotion would lead to individuals with both higher self-esteem and a more internal locus of control.

The results of the present study appear to support the following recommendations:

1) the study should be replicated employing a larger random sample,

2) the study should be replicated in a variety of school sizes, and

3) the study should be replicated in various and diverse areas of the country.

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Appendix A

Personal Attribute Inventory for Children

THE PERSONAL ATTRIBUTE INVENTORY

Read through this list of words, then put an X on the line beside the 15 words which best describe you.

_____ Afraid	_____ Foolish	_____ Mean
_____ Angry	_____ Friendly	_____ Nagging
_____ Awkward	_____ Gentle	_____ Nice
_____ Bad	_____ Gloomy	_____ Polite
_____ Beautiful	_____ Good	_____ Pretty
_____ Bitter	_____ Great	_____ Rude
_____ Brave	_____ Greedy	_____ Selfish
_____ Calm	_____ Handsome	_____ Show-off
_____ Careless	_____ Happy	_____ Strong
_____ Cheerful	_____ Healthy	_____ Sweet
_____ Complaining	_____ Helpful	_____ Ugly
_____ Cowardly	_____ Honest	_____Unfriendly
_____ Cruel	_____ Jolly	_____ Weak
_____ Dirty	_____ Kind	_____ Wise
_____ Dumb	_____ Lazy	_____ Wonderful
_____ Fairminded	_____ Lovely	_____ Wrongful

Appendix B

Nowicki-Strickland Locus of Control Scale

NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE

Circle YES or NO before each statement.

YES NO 1. Do you believe that most problems will solve themselves if you just don't fool with them?

YES NO 2. Do you believe that you can stop yourself from catching a cold?

YES NO 3. Are some kids just born lucky?

YES NO 4. Most of the time do you feel that getting good grades means a great deal to you?

YES NO 5. Are you often blamed for things that just aren't your fault?

YES NO 6. Do you believe that if somebody studies hard enough he or she can pass any subject?

YES NO 7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?

YES NO 8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?

YES NO 9. Do you feel that most of the time parents listen to what their children have to say?

YES NO 10. Do you believe that wishing can make good things happen?

YES NO 11. When you get punished does it usually seem it's for no good reason at all?

YES NO 12. Most of the time do you find it hard to change a friend's (mind) opinion?

YES NO 13. Do you think that cheering more than luck helps a team win?

YES NO 14. Do you feel that it's nearly impossible to change your parent's mind about anything?

YES NO 15. Do you believe that your parents should allow you to make most of your own decisions?

YES NO 16. Do you feel that when you do something wrong there is very little you can do to make it right?

YES NO 17. Do you believe that most kids are just born good at sports?

YES NO 18. Are most of the other kids your age stronger than you are?

YES NO 19. Do you feel that one of the best ways to handle most problems is just not to think about them?

YES NO 20. Do you feel that you have lot of choice in deciding who your friends are?

YES NO 21. If you find a four-leaf clover do you believe that it might bring you good luck?

YES NO 22. Do you often feel that whether you do your homework has much to do with what kind of grades you get?

YES NO 23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?

YES NO 24. Have you ever had a good luck charm?

YES NO 25. Do you believe that whether or not people like you depends on how you act?

YES NO 26. Will your parents usually help you if you ask them?

YES NO 27. Have you felt that when people were mean to you it was usually for no reason at all?

YES NO 28. Most of the time, do you feel that you can change what

might happen tomorrow by what you do today?

YES NO 29. Do you believe that when bad things are going to happen they just are going to happen matter what you try to do to stop them?

YES NO 30. Do you think that kids can get their own way if they just keep trying?

YES NO 31. Most of the time do you find it useless to try to get your own way at home?

YES NO 32. Do you feel that when good things happen they happen because of hard work?

YES NO 33. Do you feel that when somebody your age wants to be your enemy there's little you can do change matters?

YES NO 34. Do you feel that it's easy to get friends to do what you want them to?

YES NO 35. Do you usually feel that you have little say about what you get to eat at home?

YES NO 36. Do you feel that when someone doesn't like you there's little you can do about it?

YES NO 37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?

YES NO 38. Are you the kind of person who believes that planning ahead makes things turn out better?

YES NO 39. Most of the time, do you feel that you have little to say about what your family decides to do?

YES NO 40. Do you think it's better to be smart than lucky?

Appendix C

Bem Sex-Role Inventory

Sample Items

Consulting
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Press, Inc.

SAMPLE ITEMS FOR THE

BEM SEX-ROLE INVENTORY

by Sandra L. Bem

Directions: On the opposite side of this sheet, you will find listed a number of personality characteristics. We would like you to use those characteristics to describe yourself, that is, we would like you to indicate, on a scale from 1 to 7, how true of you each of these characteristics is. Please do not leave any characteristic unmarked.

Example: sly

Write a 1 if it is **never or almost never true** that you are sly.
Write a 2 if it is **usually not true** that you are sly.
Write a 3 if it is **sometimes but infrequently true** that you are sly.
Write a 4 if it is **occasionally true** that you are sly.
Write a 5 if it is **often true** that you are sly.
Write a 6 if it is **usually true** that you are sly.
Write a 7 if it is **always or almost always true** that you are sly.

Thus, if you feel it is **sometimes but infrequently true** that you are "sly," **never or almost never true** that you are "malicious," **always or almost always true** that you are "irresponsible," and **often true** that you are "carefree," then you would rate these characteristics as follows:

Sly	3
Malicious	1

Irresponsible	7
Carefree	5

3803 E. Bayshore Road P.O. Box 10096 Palo Alto, California 94303 Tel (415) 969-8901 Fax (415) 969-8608

SAMPLE ITEMS:

Masculine

Self-reliant	
Defend my own beliefs	

Feminine

Yielding	
Cheerful	

Neutral

Helpful	
Moody	

You may change the format of these items to fit your needs, but the wording may not be altered. Please do not present these items to your readers as any kind of "mini-test," but rather as an illustrative sample of items from this instrument. We have provided these items as samples so that we may maintain control over which items appear in published media. This avoids an entire instrument appearing at once or in segments which may be pieced together to form a working instrument. Thank you for your cooperation.

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Appendix D

Student Information Sheet

STUDENT INFORMATION SHEET

Please fill in the blank or circle the right answer.

1. Age _____

2. Grade _____

3. Boy / Girl (circle one)

4. I live with my mother / father / both parents.

   (circle one of the above)

5. My parents are divorced. Yes No (circle one)

6. My mom has remarried. Yes No (circle one)

7. My dad has remarried. Yes No (circle one)

8. Alcohol is used to excess by one or both of my parents.

   Never Seldom Often Frequently

   (circle one of the above)

Appendix E

Sample letter - Dr. Thomas Parish

408 West 14th Street
Hays, Kansas 67601
January 30, 1990

Dr. Thomas S. Parish
College of Education
Kansas State University
317 Blumont Hall
Manhattan, Kansas 66506

Dear Dr. Parish:

I am writing to request PAIC materials. As part of my thesis dealing with the self-concept of children from various family structures and backgrounds, I would like to use your instrument as a measure of self-concept.

I visited with you over the telephone yesterday regarding this matter. I have enclosed a self-address, stamped envelope as you requested. I need a copy of the instrument and the key. I would also appreciate the list of references to articles on the PAIC instrument. I plan to adminster the PAIC to approximately 300 sixth through eigth graders.

Thank you for your help.

Sincerely,

Roserita Weber

Roserita Weber

Appendix F

Sample letter - Mr. Eric Harfman

3600 Broadway
Great Bend, Kansas
September 4, 1991

Mr. Eric Harfman
Kennedy Middle School
1309 Fort
Hays, Kansas 67601

Dear Mr. Harfman:

I am writing to request permission to administer three tests to some students in each of your three grades for my Masters thesis. My topic is the child's self-esteem as effected by locus of control, family structure, sex roles, grade level, gender, and the presence of parental alcoholism.

The instruments I will be using are the Nowicki-Strickland Locus of Control, the BEM Sex-Role Inventory short form, and the Parish Attribute Inventory for Children. I will need approximately 45 minutes in each classroom.

I would like to administer the tests within the next month. Could I set up definite times to do the testing in your school? I would like to test approximately 100 students. Could I use two sections of sixth graders, one section of seventh graders, and one section of eighth graders?

Thank you for your cooperation.

Sincerely,

Roserita Weber

Appendix G

Sample letter - Mr. Don Learned

3600 Broadway
Great Bend, Kansas 67530
September 4, 1991

Mr. Eric Harfman
Kennedy Middle School
1309 Fort
Hays, Kansas 67601

Dear Mr. Harfman:

I am writing to request permission to administer three tests to some students in each of your three grades for my Masters thesis. My topic is the child's self-esteem as effected by locus of control, family structure, sex roles, grade level, gender, and the presence of parental alcoholism.

The instruments I will be using are the Nowicki-Strickland Locus of Control, the BEM Sex-Role Inventory short form, and the Parish Attribute Inventory for Children. I will need approximately 45 minutes in each classroom.

I would like to administer the tests within the next month. Could I set up definite times to do the testing in your school? I would like to test approximately 100 students. Could I use two sections of sixth graders, one section of seventh graders, and one section of eighth graders?

Thank you for your cooperation.

Sincerely,

Roserita Weber

Appendix H

Testing Procedure

TESTING PROCEDURE

1. SAY: I am gathering information concerning attitudes and opinions of students to see how they differ depending on the various factors including their family background. All responses will be kept confidential. I will be the only one who handles the tests. I am going to ask each of you to complete four different surveys for me. Please DO NOT WRITE YOUR NAME ON ANY OF THEM. The first survey will have a yellow piece of paper with a number in the top right hand corner attached to it. Keep the piece of paper during the entire time. Each time I give you another survey, check the top right hand corner and make sure that you have the same number again. Does everyone understand that? If your numbers do not match, raise your hand.
2. HAND OUT THE "STUDENT INFORMATION SHEET".
3. SAY: This set of questions will give me some information about you and your family. PLEASE DO NOT WRITE YOUR NAME ON IT. Not everyone will answer every question. If one does not apply to you, just skip it and go on to the next. On question number five if your parents are not divorced you will circle NO. If your parents are not divorced, then you would not answer question numbers six or seven.
4. After all have finished, collect sheets.
5. HAND OUT SURVEY 2.
6. Read directions.
7. After all have finished, collect the surveys.
8. REPEAT STEPS 5 TO 7 FOR SURVEYS 3 AND 4.
9. SAY: Thank you for taking time to complete these surveys. The information you have given me will be used in a project comparing the

ways children from different kinds of families and backgr unds feel. I will not know how any one person answered the questions, but how you as a group answered.

SURVEY DIRECTIONS

(read from the top of each survey)

NOWICKI-STRICKLAND LOCUS OF CONTROL SCALE

SAY: Circle YES or NO before each statement.

BEM SEX ROLE INVENTORY

SAY: On the opposite side of these sheet, you will find listed a number of personality characteristics to describe yourself, that is, we would like you to indicate, on a scale from 1 to 7, how true of you each of these characteristics is. Please do not leave any characteristic unmarked. We are doing the short form so you will stop at the purple line in the middle of the second column.

PERSONAL ATTRIBUTE INVENTORY

SAY: Read through this list of words, then put an X on the line beside the 15 words which best describe YOU.

Instruments will be administered in these arrangements:

A) Demographics Sheet
   Nowicki-Strickland Locus of Control Scale
   Bem Sex-Role Inventory
   Parish Attribute Inventory for Children

B) Demographics Sheet

Bem Sex-Role Inventory

Parish Attribute Inventory for Children

Nowicki-Strickland Locus of Control Scale

C) Demographics Sheet

Parish Attribute Inventory for Children

Nowicki-Strickland Locus of Control Scale

Bem Sex-Role Inventory

(D) Demographics Sheet

Parish Attribute Inventory for Children

Bem Sex-Role Inventory

Nowicki-Strickland Locus of Control Scale